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ABSTRACT

Some of the progress in the ways researchers and educators think about and work to improve school, family, and community partnerships is reviewed. This paper summarizes information that emerged from the first phase of a study of family influence and family-school-community connections of four ethnic groups in the Boston (Massachusetts) area. Each of four sections provides a literature review and discusses family influence on children for: (1) Puerto Ricans; (2) African Americans; (3) Chinese Americans; and (4) Irish Americans. The reviews of the four ethnic groups suggest that differences in the nature and extent of family involvement and influence are not simply the results of fixed and unchangeable culturally determined values and practices, but are likely to be explained by variations in family factors, community contexts, and school programs that systematize or organize practices of partnership. The field of multicultural education needs to be more explicitly aware of the roles families play in learning and supporting educational goals. (Contains 211 references.) (SLD)

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